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**| RESEARCH ARTICLE**

## **Coordinating Standard Procedures of Disciplinary Actions to Conflict Resolution Techniques to Facilitate Conducive Working Environment in Zamboanga Sibugay Division**

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**| ABSTRACT**

Ensuring a productive and happy work environment in educational institutions requires effective management of employee discipline and conflict resolution. This study fills in the knowledge gap about how Zamboanga Sibugay school administrators handle conflicts and use disciplinary measures. It aims to provide insights into better administrative tactics by assessing the efficacy of these practices and their effects on the workplace. This study uses a mixed-methods approach to evaluate how school administrators handle disciplinary measures and resolve conflicts. Structured questionnaires were utilized to gather quantitative data, and interviews with school officials yielded qualitative insights. The data was analyzed using statistical methods such as t-tests and z-tests, which revealed significant differences and correlations in the use of these practices. Results of the study showed that formal written warnings, formal disciplinary sessions, and verbal warnings are routinely used by school administration as forms of discipline, and the most common disciplinary action is suspension or loss of privileges, whereas termination is the least common. Furthermore, the most often used conflict resolution strategies include compromise, problem-solving teamwork, and compromise. Lastly, there were minimal relationships between the two sets of data, but significant variations were observed in the implementation of disciplinary actions and dispute-resolution strategies. The study concludes that although Zamboanga Sibugay school administrators generally follow established disciplinary procedures and conflict resolution strategies, there are variances in how they implement them. The most common disciplinary measure is suspension or loss of privileges, while the most common method of resolving conflicts is compromise. The results emphasize the necessity of a more coordinated strategy to improve company culture and successfully resolve conflicts. The study thus recommends modifications to improve organizational culture and offers insights into the effectiveness of present methods.

**| KEYWORDS**

Work environment, standard procedures, discipline, conflict, resolution strategies, and conducive.

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### **1. Introduction**

Keeping a peaceful and productive workplace requires both discipline and conflict resolution. While discipline offers structure and promotes accountability, peaceful group dynamics are preserved through skillful dispute resolution. Discipline, though universally accepted, is sometimes underrated for its role in establishing harmony, accountability, and societal order. It is vital for sustaining constructive professional relationships and operational efficiency, as it increases work ethic and staff performance. Poor management of discipline can lead to serious concerns such as labor disputes and legal challenges (Medina, 2006), while effective conflict resolution is vital for reducing workplace disturbances and preserving healthy relationships (Flippo, 1984). Conflict resolution skills, anchored on emotional intelligence and respect, not only handle acute issues but also contribute to long-term group harmony (Ogunsaju, 1997). Zamboanga Sibugay, formed on February 24, 2001, with its diversified cultural and socioeconomic terrain, presents unique problems and opportunities for handling discipline and conflict (Zamboanga, 2022). This

study analyzes techniques to enhance disciplinary processes and settle disagreements to foster workplace harmony and aims to find areas for development and best practices by examining the management of these characteristics by school administrators across the Zamboanga Sibugay Division.

Any organization must maintain a calm and effective work environment, particularly for educational institutions where discipline and conflict resolution are crucial. While successful conflict resolution assures harmonious group dynamics, essential for organizational success, discipline offers structure and accountability (Bass, 1985; Frecher, 1988). Prior studies have underscored the significance of unambiguous disciplinary procedures and effective conflict resolution techniques in augmenting efficiency and morale in diverse corporate environments (Johnson, 2010). Nonetheless, there hasn't been much focus on how school administrators handle these procedures in their particular cultural and geographical contexts, especially in Zamboanga Sibugay.

By examining the unique disciplinary and dispute resolution procedures used by Zamboanga Sibugay school officials, this study seeks to close that gap. Building on pre-existing leadership theories, the research employs a mixed-methods approach to assess the efficacy of these practices in the workplace (Padua & De Guzman-Santos, 1998). By concentrating on this area of expertise, the research advances our knowledge of how local administrators handle discipline and settle disputes while also offering helpful advice for enhancing educational administration in the area.

## **2. Literature Review**

Divergent viewpoints, values, and perspectives between two or more parties have been known to give rise to conflicts. It is a simple means to be in opposition to one another. It is the disagreement between people or members of an organization. According to Thakore (2013), conflict is an outcome of behaviors. It is an integral part of human life. Whenever there is interaction, there is conflict. As stated by Lockwood (1997) as cited by Owande (2015), conflict arises when there is a contradiction between two or more values, viewpoints, or beliefs that have not yet been aligned or agreed upon. This can happen to you when you're not living up to your principles, when your beliefs and ideals are under attack, or when you're uncomfortable because you're afraid of what's ahead or because you're not feeling fulfilled (Ramani et al., 2010). Such disagreement is inherent in relationships between all human beings. According to this definition, it is obvious that conflict always exists between people, groups of people, members of an organization, and between organizations that are related in one way or another.

Rivers (2005) published research that suggested that the mere fact of categorization (between us and them) is enough to cause conflict. They term this the social identity theory. This categorization is exactly what happens when groups are formed, representing different functions within an organization, and it supports the inevitable notion (Lewis, 1997). Appelbaum, Abdallah, and Shapiro (1999) further build on this by stating that conflict is a process of social interaction. It involves a struggle over claims to resources, power, status, beliefs, preferences, and desires. Darling and Walker (2001) link this idea to the organization by stating that, even when conflict is a natural phenomenon in social relations, it can nevertheless be managed within companies.

Thus, organizational conflict is defined as the behavior intended to obstruct the achievement of some other person's goals. Conflict is, therefore, a product of the incompatibility of goals, and it arises from opposing behaviors. According to Lewis, French, and Steane (1997), conflict within an organization is inevitable. This is a consequence of boundaries arising within any organizational structure, creating separate groups that need to compete for scarce resources.

There are several forms of conflict in the organizations in Thakore (2013). It includes interpersonal, intrapersonal, intergroup, intergroup, and inter-organizational conflicts. It is important to note that the prefix *inter* means "between," and the prefix *intra* means "within." *Interpersonal conflict* emphasizes the interaction of human factors in an organization. *Intrapersonal conflict* is internal to the individual (though its effects can profoundly influence organizational functioning) and is perhaps the most difficult form of conflict to analyze and manage. Intrapersonal conflicts often involve actual or perceived pressures from incompatible goals. *Intergroup conflict* occurs among members of different teams or groups and can also have substantive and/or emotional underpinnings. Intergroup conflict is quite common in organizations, and it can make the coordination and integration of task activities very difficult. Lastly, inter-organizational conflict is a conflict between two or more organizations. Competition can heighten inter-organizational conflict. Corporate takeovers, mergers, and acquisitions can also produce inter-organizational conflict.

Based on the observation of Ikeda (2005), organizational conflict involves interpersonal conflicts with colleagues or supervisors or intergroup conflicts within different sections of an organization. There are two essential types of conflict in organizations: vertical and horizontal. Vertical conflict occurs in groups of different hierarchical levels, such as supervisors and salesmen, whereas horizontal conflict occurs between individuals of the same level, such as managers in the same organization. In vertical conflict, differences in status and power between groups are, in general, larger than in horizontal conflict because these aspects tend to

equalize at equivalent hierarchical levels. Vertical and horizontal conflict takes place between operational workers and administration due to its sources.

Furthermore, Jung (2003) declares that conflict is associated with power and can emerge when the goal achievement of an organization is avoided. It is also believed that people are aware of the factors that generate conflicts, such as scarcity, obstruction, and incompatible interests or goals. There are seven causes of conflict, according to Capozzoli (1995) as cited by Thakore (2013): (1) Team members bring culturally diverse values to their work teams. (2) Team members have different attitudes that result in different goals for team members. (3) Team members have different needs that are not met, which results in frustration that worsens conflict. (4) Various expectations of the team members are not met and result in conflict. (5) Team members have different perceptions that result in differing interpretations of the same information. (6) Limited resources often increase conflict. (7) Team members have different personalities that clash with each other.

Although there are many reasons why disputes arise in any business, if the manager or supervisor hasn't made it clear, internal conflicts usually begin when an employee is unsure of exactly what is expected of them. In addition, if management fails to specify exactly what each member of the group's role is, disagreements will increase. If the aims of an organization were not established for each member, conflicts would emerge between persons and groups. Since conflict is an essential part of work teams—even in organizations where teams are still used to perform tasks—it cannot be avoided (Thakore, 2013). Thus, it's critical to keep handling disputes between individuals and organizations through disciplinary actions and conflict resolution techniques.

The term "disciplinary action" carries a lot of emotion both in the workplace and in the context of organizations. The best definition of disciplinary action, according to Gennard and Judge (2005:272), is "to improve or attempt to improve the behavior, orderliness, or actions of employees at work" (quoted by Knight and Ukpere, 2014). Research on organizational disciplinary processes highlights how crucial fairness and consistency are. Guffey and Helms (2001), for example, point out that institutions/organizations with clear disciplinary procedures are more likely to build trust and keep employee morale high. Effective disciplinary measures reduce workplace conflicts and strengthen organizational standards, according to the literature (Noe, Hollenbeck, et al., 2006).

According to Visagie (2021), an employer's disciplinary action is a reaction to issues with a worker's conduct or performance. It could take the shape of a warning, either written or verbal, or it could mean losing benefits. The purpose of disciplinary action is to correct behavior and document issues. A progressive disciplinary procedure consists of these steps: The initial stage of discipline is a verbal warning. Employees should be given verbal warnings in private at this phase. The specifics of what happened, why it violated policy, or why it didn't meet performance standards should be clarified. Corrective measures like issuing a formal written warning, the second stage in the disciplinary procedure, should also be included. Here, the manager or school administrator needs to summarize the occurrence and the steps taken to address it using a write-up form. After reading the form and attesting to its receipt, the employee should sign it. The third phase in the disciplinary procedure is typically a formal disciplinary meeting. In this step, the manager or supervisor, the employee, and an HR representative get together to talk about the issue. HR checks the issue. The worker is advised that disciplinary action, including termination, may occur after this stage. Usually, the fourth phase in the disciplinary procedure is suspension or loss of privileges. The employee may be subject to fines at this phase, including a demotion, suspension from all or part of their work, loss of certain rights, or other suitable sanctions. Termination is the final step in the discipline process. The employee gets fired at this phase if they continue to violate the policy. An HR representative will authorize the ultimate decision to terminate following a fairness investigation. When two people get into a disagreement, they have two main things to think about: first, reaching their own objectives, and second, maintaining their positive relationship with the other party. People's behavior in a conflict depends on how important their relationships are and how significant their own goals are. With these two issues in mind, the "Conflict Resolution Technique" can be used to determine the different conflict management philosophies inside an institution or organization.

Conflict Resolution Technique is a technique used to resolve conflicts. According to Verma (1998), structural conflicts can be resolved using procedural changes, personnel changes, resource changes, authority changes, and layout changes. Interpersonal conflicts can be resolved using conflict resolution techniques such as avoidance, give and take, problem-solving, collaboration, compromising, smoothing, and forcing. In addition, researchers such as Thomas and Kilmann (1974), Robbins (1978), Lippit (1982), Stoner et al. (1998), Verma (1998), Heldman (2003), Mulcahy (2005), and Lam et al., (2007) have given different conflict resolution techniques to be used in projects or in an organization (as cited by Sudhakar, 2015).

Collaborating is the most preferred method of resolving conflict. Collaborating or problem-solving is the most productive conflict management technique when the team members trust each other and know that they need to work together to achieve a common goal (Sutterfield et al. (2007); Mohammed et al. (2008); Ross (2009); Thomas (2009); Vokić and Sontor (2009); Du et al. (2011). It attempts to satisfy all the parties and creates a win-win situation for all the parties. Thus, it is the most valued strategy in the industry (Sutterfield et al., 2007; Vokić and Sontor, 2009). Using collaboration, one can create a win-win situation for the parties in

conflict (Ross, 2009). It requires the conflicting parties to come together, analyze and define the problem, understand each other's viewpoints, and arrive at a rational and objective solution through mutual interactions (Thakore, 2013). In the compromising style of conflict resolution, both parties give and take, and they win and lose something (Barki et Hartwick, 2001; Ohlendorf, 2001). Both parties give up something to resolve the conflict. This conflict resolution is only possible when both parties have some mindset to agree and want to keep the relationship alive. Compromise conflict resolution is a lose-lose situation because both parties are giving up something to resolve the conflict. This technique may help only when unable to solve the conflict through collaboration or problem-solving (Lam et al. (2007); Sutterfield et al. (2007); Mohammed et al. (2008); Nair (2008); Thomas (2009); Vokić and Sontor (2009); Mosaic (2012).

Smoothing conflict management style emphasizes human relationships. According to Heldman (2003), the smoothing technique results in a lose-lose situation for both parties. It does not provide a permanent solution to the conflict, but it does provide a temporary fix. It's a temporary workaround and will not resolve the actual issue. In addition, Thakore (2013) stated that individuals think that conflict should be avoided in favor of harmony, and they are afraid that if the conflict continues, someone will get hurt, and that would ruin the relationship. Moreover, the Smoothing style has the advantage of maintaining relationships, but giving in may not be productive. Forcing a conflict management style creates a win-lose situation. Individuals assume that conflict is settled by one person winning and one person losing, and they want to be the winner, creating a win-lose situation. The forcing party wins, and the other party loses (Heldman, 2003). It designates a situation in which one person or group attempts to acquire complete dominance. Winning gives a sense of pride and achievement. Losing gives an individual a sense of weakness, inadequacy, or failure. However, it did not have a positive impact in the long run. This style is appropriate when quick, decisive action is vital (Thakore 2013). Lastly, Avoiding is the most disruptive style of conflict management in projects, organizations, or institutions (Brahnam et al., 2005). In this style of conflict resolution, one party is indifferent to the feelings of the other party, and one party keeps away from participating in conflict at all (Barki et Hartwick, 2001). According to Thakore (2013), avoiding strategy may help to maintain relationships that would be hurt by conflict resolution and is a very effective way to affront conflictive situations in the short term. Though the basic goal of avoidance is to delay to skip the problem for the time being, it leaves the conflict unresolved and creates anger or frustration in the other party, and it propagates the conflict further. The disadvantage of this style is that the conflict remains unresolved. Thus, the appropriate time to use this style must be considered.

According to Thakore (2013), conflict in teams is inevitable; however, the results of conflict are not predetermined. Conflict might escalate and lead to nonproductive results, or conflict can be beneficially resolved and lead to quality final products. Therefore, learning to manage conflict is integral to a high-performance team. Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for the management of conflict in an organizational environment. The review by Sudhakar (2015) proposed a model of conflict management for projects and identified the most frequently used top -5 conflict resolution techniques, which were Avoiding/Withdrawal, Compromising, Confronting/Problem Solving, Accommodating, and Smoothing. In addition, Bodo (2018) discussed in his study review that the culture within an organization plays a pivotal role in the manner in which organizations practice the disciplinary process.

Zitulele, L. S. (2021), in his study, focuses on the types of conflict management styles compared to the traditional methods used in other parts of the world and points out the urgent need for contingency leadership, with a special focus on individual tasks, people and the organizational environment. He suggested that the preventive management of conflicts as a critical risk factor would allow for the reduction of both the occurrence and impact of conflict in projects or organizations. Moreover, Owande (2015) found out that involving prefects in communication, arbitration, instilling discipline, and decision-making on matters regarding school management enhances conflict resolution in public secondary schools. He then recommended that each school should issue prefects with information handbooks that define clearly the communication protocol as well as general policies on communication in a school setting up, developing a policy on discipline that clearly defines offenses and their penalties. Furthermore, the results of the study of Iravo (2012) were consistent with empirical research on conflict management and organizational performance in organizations. He concluded that the relationship between conflict management and the performance of school organizations seems to be clear. When the management is knowledgeable in conflict management and, at the same time, puts this knowledge into practice, the schools will experience less conflict and do well in all activities and areas. The researcher recommends that conflict management systems should be integrated within the system of the organization, and the integration should be at a higher level of the organization's hierarchy than mere interconnection. Accordingly, conflict management is a human sub-system that is achieved through a typical development process.

### **3. Methodology**

#### **3.1 Research Method, Instrument and Validation**

The descriptive survey method was used in this investigation. It aims to determine the present phenomenon in light of the existing activities that establish the range and distribution of some social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may be related to certain behavior patterns or attitudes. The descriptive survey method usually makes some type of comparison and contrast in carefully planned and orchestrated descriptive research. Its purpose is to "describe" the status of events or subjects as they exist. It is also fact-finding with adequate interpretation (Padua, 1998) & de Guzman-Santos, 1998).

The use of a questionnaire checklist was the principal tool in gathering data from the school administrators and teachers who were the respondents of the study. It consists of two parts. Part I sought responses on the standard procedures of disciplinary actions, while the second set elicited responses on conflict resolution techniques. The questionnaire checklists were constructed based on the endeavors of the researchers, who had read several books, master's theses, dissertations, and other reading materials that bear relevance to support the discussion of the present study. The same set of questionnaire checklists were self-constructed based on the discussion of the authorities.

The preliminary draft of the research tool was constructed by the researcher with the assistance of his adviser. This instrument had a trial run. The dry run was administered to the school administrators and teachers who hold full-fledged doctorate degrees in the Zamboanga del Sur Division. The teachers were given a set of criteria on which to base their judgment on the appropriateness or suitability of the items. They were requested to make some suggestions for the improvement of the research tool. After the dry run, the researcher incorporated all the suggestions made by the group of evaluators. The final copy was then submitted to the Dean of Graduate School for approval. After this step, enough copies were printed for distribution to the target population of the study.

#### **3.2 Sampling Design**

To ensure greater precision of the information that was gathered, a sampling frame was carefully drawn. The 90 school administrator respondents were chosen using purposive sampling, specifically judgment sampling (Emory, 1993 and; Cooper, 1993). The researcher handpicks the sample members to conform to some criterion. Whereas for teacher respondents, out of 1255 were chosen using simple random sampling (Johnson, 2010). It was a powerful tool for obtaining a representative sample. It was used to obtain a random subset of a larger population. In this method, each member of the population has an equal chance of being selected as a samples. It was used in this study to ensure that the population was truly represented by the samples.

#### **3.3 Data Gathering**

The first phase was to ask permission from the school's division superintendent of Zamboanga Sibugay Division to conduct a study. After the request was granted, the researcher himself administered the questionnaire checklist to the principal respondents. The distribution was done after the faculty meeting for the teacher respondents. An orientation was given, and the questionnaire was administered with enough time to answer. The researchers also reminded all the teachers to answer honestly the questionnaire-checklist without leaving each item unanswered. Furthermore, the researcher oriented the respondents on the direction and explained to them that their perceptions would be kept confidential.

#### **3.4 Statistical Treatment**

The gathered data was carefully tabulated and classified, and statistical treatment was used as the basis for the analysis and interpretation of the findings.

##### **3.4.1 Weighted Mean.**

This was obtained by getting the summation of the product of the frequency and the assigned weight divided by the total number of respondents. The formula was cited by Ruiz (1988).

##### **3.4.2 t-test.**

This was used to test if there is a significant difference between the responses of school administrators and teachers along with the five variables on standard disciplinary actions. The formula used was from Freund (1984).

##### **3.4.3 Z-test.**

This was used to determine the significant difference in the responses of school administrators and teachers along with the second set of variables. The formula was from Calmorin (1997).

**3.4.4 Computing the Coefficient of Correlation by the Product-Moment Method.**

This was used to determine the correlation between the two sets of main variables and facilitate a conducive working environment, as responded to by the school administrators and teachers. The formula used was given by Sta. Maria et.al. (2008:117).

<u>Six Point Continuum</u>		<u>Verbal Equivalent</u>
<u>Numerical Scale</u>		
6 – (5.17 – 6.00)	-	Always Practiced (AP)
5 – (4.34 – 5.16)	-	Almost Always Practiced (AAP)
4 – (3.51 – 4.33)	-	Often Practiced (OP)
3 – (2.68 – 3.50)	-	Sometimes Practiced (SP)
2 – (1.84 – 2.67)	-	Rarely Practiced (RP)
1 – (1.00 – 1.83)	-	Never Practiced (NP)

**4. Results and Discussion**

Based on Table 1, it was noted that standard procedures of disciplinary actions as the first set of variables were almost always practiced by the school administrators, with an average mean of 5.02. The school administrators have almost always practiced suspension or loss of privileges (5.05), verbal warning (5.04), formal disciplinary meeting (5.03), formal written warning (5.02), and termination (5.00). Perceptibly, suspension or loss of privileges was the most prevalent variable, followed by a verbal warning, formal disciplinary meeting, and formal written warning, and the least prevailing variable was termination. Conflict resolution techniques, as the second set of variables, were almost always practiced by school administrators, with an average mean of 5.00. Compromising with a 5.02 average weighted mean, smoothing preserving an average weighted mean of 5.01, collaboration/problem solving and forcing gaining 5.00, and withdrawal yielding 4.97. Evidently, in conflict resolution techniques, compromising was the most prevailing variable, followed by smoothing, collaboration/problem solving, and forcing, and withdrawal was the least prevailing variable.

Standard procedures of disciplinary actions on **verbal warning** were almost always practiced by the SA. They have stated the issue clearly, supplied the necessary support to help the employee make the required changes and discussed the changes they would like to make, which establish its essence to the highly systematized organization. In addition, to facilitate a conducive working environment, a **formal written warning** was also almost always practiced. This practice issues written warning promptly, granting the employees the opportunity to provide a written response, and discloses the details of the conduct that has been deemed unacceptable and contributed a great essence to a highly systematized organization.

The SA almost always practiced **formal disciplinary meeting** by evidently inviting employees into a formal disciplinary meeting, preparing for the meeting to keep it on track all the time, and investigating the situation before considering any disciplinary action. Furthermore, SPDA on **suspension** was almost always practiced by SA. They offer the employee one last chance to improve their behavior, enact closer supervision, and facilitate constructive discussion between an employee and the superior. Lastly, **termination** was almost always practiced to facilitate a conducive working environment. Reviewing the employees' files and performance records emphasizes the appropriate justification for dismissal and notifying the employee of the dismissal procedure and its essence in highly systematized organizations.

The school administrators have almost always practiced conflict resolution techniques on **collaboration/problem solving** to facilitate a conducive working environment. The school administrators try to avoid postponing a conflict as it may increase its severity. It displays fairness by not taking sides with any participant and encouraging open discussions to allow parties to express their areas of disagreement and then arrive at a solution. **Compromising** was almost always practiced by looking for an expedient and mutually acceptable solution, finding some areas of agreement that bring some degree of satisfaction to all parties, and engaging each party in a discussion of "give and take". Then, the SA almost always practiced **smoothing** since it delineates the essence of a highly systematized organization as it emphasize the common interest of the conflicting parties. Obviously, school administrators always practiced conflict resolution techniques on **forcing** as it admits half-wrong than looking for a completely satisfying solution, performing damage control at a later date, and agreeing with one party's viewpoint and enforce their wishes, its essence to a highly systematized organization. Conflict resolution techniques on **withdraw** was greatly almost always practiced by the school administrators to set forth an essence to facilitate a conducive working environment. Welcomes to the middle ground rather than looking for a completely satisfying solution, agrees early on rather than argue about a point, and stays away from any form of argument, its essence to a highly systematized organization.

Based on the t-test computation, t yielded a value of 3.992, which was greater than the tabular value of 2.306 at an identified level of significance and degrees of freedom. Therefore, the null hypothesis was rejected. This implies that the responses of the school

administrators and teachers, along with the variables on standard procedures of disciplinary actions, did significantly differ, and their responses were not the same due to the mean difference of 0.26. On the basis of z-test computation, z obtained a value of 4.96, which was greater than the tabular value of 1.96 at a 5 percent level of significance, including the sampling distribution. Thereby, the null hypothesis was rejected. This means that the responses of the school administrators and teachers on conflict resolution techniques did differ significantly and their responses were likewise not the same due to the mean difference of 0.26. It was noticed that using the coefficient of correlation by product moment method, the value of  $r_{xy}$  was 0.17, interpreted as a slight correlation almost negligible relationship. This means that the standard procedures of disciplinary actions were slightly correlated to conflict resolution techniques. Therefore, the two main sets of variables must go hand in hand to facilitate a conducive working environment.

Table 1. Comparability Between the Responses of the School Administrators and Teachers, Along with the Variables on Standard Procedures of Disciplinary Actions to Conflict Resolution Techniques to Facilitate a Conducive Working Environment

Variables on Standard Procedures of Disciplinary Actions	R E S P O N S E S																		AWM	VE	R
	School Administrators N = 90									Teachers N = 1255											
	AP	AAP	OP	SP	RP	NP	TWP	WM	VE	AP	AAP	OP	SP	RP	NP	TWP	WM	VE			
6	5	4	3	2	1				6	5	4	3	2	1							
1. Verbal Warning	54	22	14	8	0	0	490	5.16	AAP	481	435	194	29	14	2	6163	4.91	AAP	5.04	AAP	2
2. Formal Written Warning	53	22	15	0	0	0	488	5.14	AAP	468	440	200	95	16	5	6132	4.89	AAP	5.02	AAP	4
3. Formal Disciplinary Meeting	54	22	14	6	0	0	490	5.16	AAP	466	439	209	7	19	6	6142	4.89	AAP	5.03	AAP	3
4. Suspension or Loss of Privileges	56	19	15	0	0	0	491	5.17	AP	475	443	17	91	13	3	6167	4.91	AAP	5.05	AAP	1
5. Termination	53	22	15	0	0	0	487	5.13	AAP	460	438	204	1	17	9	6099	4.86	AAP	5.00	AAP	5
Average Mean	54	21	15	4	0	0	490	5.16	AAP	473	439	155	56	16	4	6151	4.90	AAP	5.02	AAP	
Variables on Conflict Resolution Techniques																					
1. Collaboration /Problem Solving	53	22	15	0	0	0	487	5.13	AAP	460	438	204	1	17	9	6099	4.86	AAP	5.00	AAP	3
2. Compromising	52	23	15	0	0	0	487	5.13	AAP	335	539	200	97	16	5	6131	4.88	AAP	5.02	AAP	1
3. Smoothing	53	23	14	0	0	0	489	5.15	AAP	463	436	202	98	17	9	6102	4.86	AAP	5.01	AAP	2
4. Forcing	51	23	16	0	0	0	486	5.11	AAP	466	442	200	97	16	5	6131	4.88	AAP	5.00	AAP	3
5. Withdraw	50	23	16	2	0	0	480	5.05	AAP	461	438	206	100	18	9	6122	4.88	AAP	4.97	AAP	5
Average Mean	52	23	15	0	0	0	487	5.13	AAP	431	464	10	73	17	7	6116	4.87	AAP	5.00	AAP	

**5. Conclusion**

The school administrators have almost always practiced verbal warnings, formal written warnings, formal disciplinary meeting, and suspension or loss of privileges to facilitate a conducive working environment. The school administrators state the issue clearly, supply the necessary support to help the employee make the required changes, and discuss the changes they would like to make. It also Issues written warnings promptly, grants the employees the opportunity to provide a written response and discloses the details of the conduct that has been deemed unacceptable. Then, it invites employees into a formal disciplinary meeting, prepares for the meeting to make it on track all the time, and investigates the situation before considering any disciplinary action. Furthermore, they offer the employee one last chance to improve their behavior, enact closer supervision, and facilitates constructive discussion between an employee and the superior. Moreover, termination was almost always practiced by the school administrators by reviewing the employees file and performance records, emphasizing the appropriate justification for dismissal, and notifying the employee of the dismissal procedure.

In like manner, collaboration/problem solving, compromising, smoothing, forcing, and withdrawal were almost always practiced by the school administrators. They try to avoid postponing a conflict as it may increase its severity; they display fairness by not taking sides with any participant and encourage open discussions to allow parties to express their areas of disagreement and then arrive at a solution. They also look for an expedient and mutually acceptable solution, find some areas of agreement that bring some degree of satisfaction to all parties, and engage each party in a discussion of "give and take." Additionally, they emphasize the common interest of the conflicting parties and their differences, providing temporary relief from the conflict, finding areas of agreement, and trying to smooth the situation. Conspicuously, admits half-wrong, performs damage control at a later date, agrees

with one party's viewpoint, and enforces wishes. Finally, they welcome the middle ground, agree early on, and stay away from any form of argument to facilitate a conducive working environment.

Evidently, standard procedures of disciplinary actions were almost always practiced, with suspension as the most prevailing variable and termination as the least prevailing variable to facilitate a conducive working environment. Meanwhile, conflict resolution techniques were noted as almost always practiced, with compromising as the most prevailing variable among the conflict resolution techniques, while withdraw was the least prevailing variable.

There was a significant difference between the responses of the school administrators and teachers, along with the variables of standard procedures of disciplinary actions and conflict resolution techniques to facilitate a conducive working environment. Thus, the null hypothesis was rejected and their responses were notably not the same. Lastly, there was a slight correlation and almost relationship between standard procedures of disciplinary actions to conflict resolution techniques, which simply denotes that though the two variables were slightly correlated, each variable can stand on its own but better with the existence of the other variable or the variables must go hand in hand to facilitate conducive working environment.

## **6. Recommendations**

From the given conclusions, the researcher hereby offered the following recommendations:

1. States the issue clearly on its topmost level and issues written warning promptly excellently.
2. Invites employees into a formal disciplinary meeting must be exceedingly put into practice, and also important to offers the employee one last chance to improve its behavior with utmost receptiveness.
3. Reviews of the employees file and performance records must excessively be practiced.
4. At all times, tries to avoid postponing a conflict as it may increase its severity, and must exceptionally look for an expedient and mutually acceptable solution.
5. Excellently emphasize the common interest of the conflicting parties and their differences.
6. Must exceptionally welcome to middle ground rather than looking for a completely satisfying solution.
7. Should remarkably practice the standard procedures of disciplinary actions on suspension or loss of privileges, verbal warning, formal disciplinary meeting, formal written warning, and termination. In the same way, school administrators must maximally practice the conflict resolution techniques on compromising smoothing, collaboration/problem solving, and forcing and lastly, withdraw to facilitate a conducive working environment; its essence to the highly systematized organization in Zamboanga Sibugay Division.
8. Furthermore, it is also recommended for future researchers to conduct similar study on other locations for evaluation and assessment.

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